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ABSTRACT

This module is the second of a series of three separate, but unified by process, minimodules, all of which are part of a larger set of twelve individualized performance-based modules, each based on a major competency needed by vocational administrators for effectively administering vocational education in local education agencies. The module focuses on developing competencies involved with the determination of work roles and functions, the establishment of a sequential flow chart of critical activities, the setting of time lines, the establishment of work conditions, the locating and securing of materials for curriculum development team workers, and organizing and utilizing communication systems. The activities are primarily based on having the learner read a list of suggested materials related to the subject. An introductory section, terminal objective, summary of content, procedures, suggested resources, pretest, posttest, learning activities which are presented in a series of tasks, and activity sheets are included. (SH)

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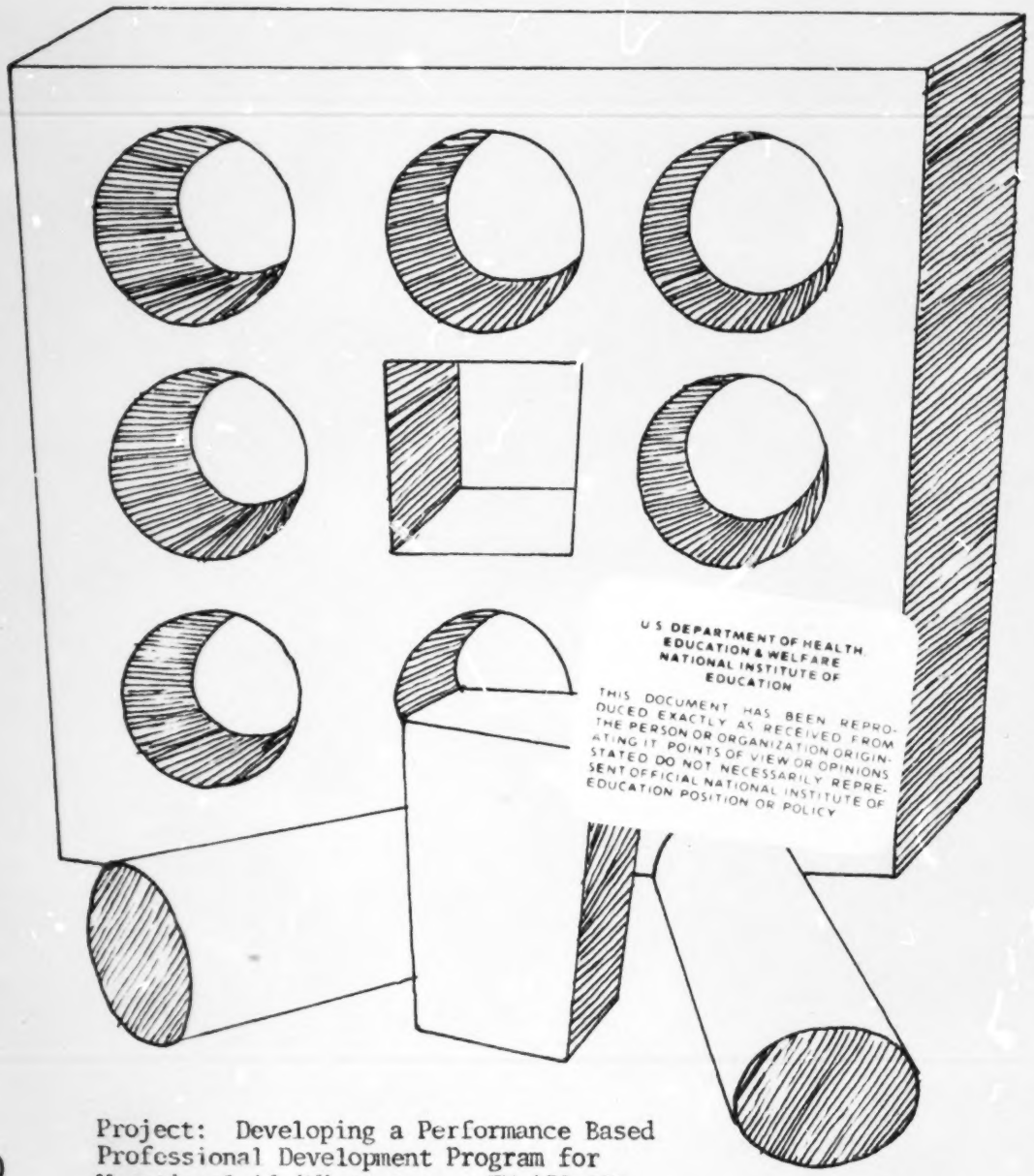

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OE 012 813

Mini-Module 1.2

Organizing for Vocational Curriculum Development

INTRODUCTION: The curriculum of a vocational education program is one of the most important elements in the total program. The vocational education curriculum includes all those activities planned for the learners by the vocational program. These planned activities include, but are not limited to, laboratory instruction, work-related experiences, co-curricular activities, and all the pupil personnel services. Therefore, the vocational education curriculum is important because it is the chief determinant in the selection of teachers and other school staff, the organization of the school, the layout of physical facilities, a large portion of the total program budget, and the ultimate success (or lack thereof) of the vocational program.

Although some decisions regarding the vocational curriculum emanate from state legislatures and state departments of education, the most important curriculum decisions are those decided locally. Decisions need to be made concerning the overall philosophy of the vocational program, the courses of study to be offered, the content of these courses, strategies for teaching and evaluating the content, the guidance and placement program, and the co-curricular program of activities.

As can be assumed from the aforementioned, vocational curriculum development is a very complex effort for professional educators because it involves numerous critical decisions. Figure 1 presents a five-step scheme for determining the nature of curriculum development decisions. These five steps are: (1) planning, (2) organizing, (3) coordinating, (4) implementing, and (5) evaluating.

This mini-module is the second of a series of three separate, but unified by process, mini-modules written for the competency-based vocations administrators curriculum. The title of the first mini-module number 1.1 is Planning for Vocational Curriculum Development. Logically, the title of

this second mini-module number 1.2 is Organizing for Vocational Curriculum Development while the third mini-module is titled: Coordinating Vocational Curriculum Development.

The general purpose of this mini-module on organizing for curriculum development is to help future vocational education administrators to develop competencies involved with the determination of work roles and functions, the establishment of a sequential flow chart of critical activities, the setting of time lines, the establishment of work conditions, the locating and securing of materials for curriculum development team workers, and organizing and utilizing communication systems.

The tasks and activities of this mini-module are designed to help vocational education administrators to obtain and sharpen the competencies listed above.

The contents of this mini-module are organized two ways -- one graphic, the second numeric -- in order to help the learner proceed through contents efficiently. Each mini-module is numbered with a two digit number. Each mini-module in turn contains several substeps which are not numbered but are the "building blocks" upon which the contents are structured; these "building blocks" appear in the center of pages enclosed in a four sided figure. For each of these organizing "blocks" there will be one or more learning activities designated by a three sided figure (an incomplete "block") and a three digit number; each is a terminal objective for the learner. Each learning activity is followed by a series of tasks, noted with a two sided incomplete "block" and a four digit number. Each task statement is an enabling objective for its terminal objective. Finally, specific tasks for each task enabling objective are noted by their task number plus a capital letter; these specific tasks are sequentially ordered and lettered.

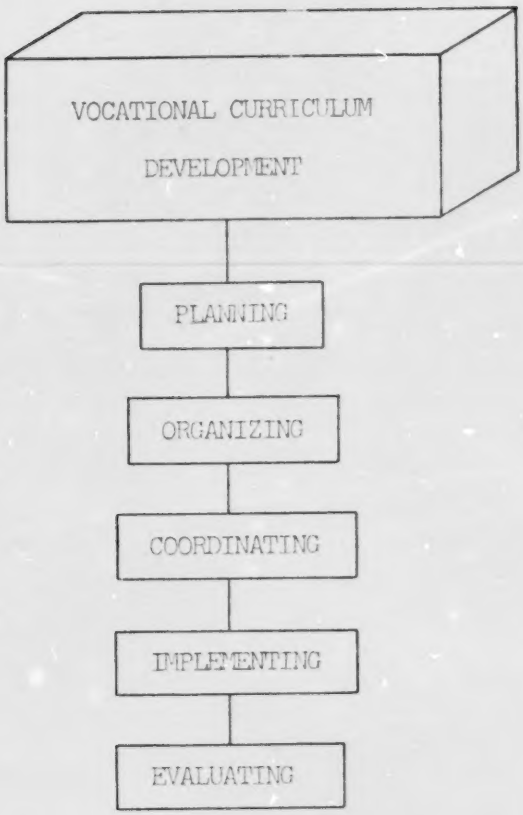


Figure 1: Overall Scheme For Vocational Curriculum Development

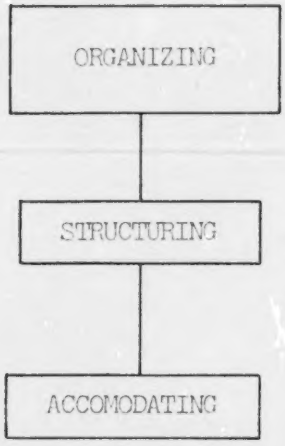


Figure 2: The Steps In The Organizing Stage For Vocational Curriculum Development.

TERMINAL OBJECTIVE: The following is what you will be capable of doing upon successful completion of this mini-module:

The learner will demonstrate competency in organizing for curriculum development by first, setting up a structure which will enable the vocational education administrator to:

- analyze the responsibilities and activities of all personnel who might be involved in vocational curriculum development,
- graphically illustrate the sequential continuum of vocational curriculum development activities
- establish a timeline controlling the accomplishing of vocational curriculum development activities,

and secondly, to accommodate vocational curriculum workers by:

- arranging conducive work conditions,
- locating and securing vocational curriculum materials,
- communicating, routing and storing necessary documents and materials.

CONTENT: On the following pages you will find:
Student competency sheet
Pretest
Learning activities
Posttest
Checklist of Items to be Collected Completed or Composed

In the learning activities section you will find Tasks with associated Activities designed to help you accomplish these tasks, questions to answer, self-tests to monitor your progress, and sample answers.

PROCEDURES: After reading the Introduction, Terminal Objective, and Content:

1. Decide whether you already have the competency indentified in the terminal objective and, thus, proceed directly to the posttest.

OR

2. Proceed to the pretest and assess your present skills to determine which Learning Activities pertain to the parts you need help in.

OR

3. Go straight through this mini-module completing every section in order.

Mini-Module 1.2

STUDENT COMPETENCY SHEET

Program: Vocational Administrators Curriculum

Unit: Oganizing for Vocational Curriculum Development

Competency Statement: Demonstrate competency in organizing for vocational curriculum development by: (1) structuring the efforts of curriculum workers, and (2) accommodating these workers by establishing appropriate working conditions and providing source documents and materials.

Learning Activities: Within this mini-module are several varieties of learning activities aimed at leading you to attain and demonstrate the competencies named above. Many of these activities will require extensive interviewing. Some activities will require you to complete especially designed forms. Others will require to compose letters or make pnone calls requesting information and resources needed by vocational curriculum workers. Still others will require you to communicate by memoranda or letters with curriculum workers and other involved personnel and resource persons.

Criterion Evaluation: There are specific tasks associated with the three major learning activities in this mini-module. Each of these specific tasks is an enabling objective which states exactly what behavior the learner is expected to exhibit, under what conditions he is expected to do it, and how well it is to be done. Thus, each task statement in this mini-module states the exact standards by which the learner's performance is going to be judged. This is the criterion evaluation. There is a Master Performance Record Chart to record the learner's progress as he or she proceeds through this mini-module.

MODULE RESOURCES

ACTIVITY SHEETS (consumable forms in the mini-module):

Personnel and Responsibilities/Activities for Vocational Curriculum Development.

Proposed Completion Dates For Vocational Curriculum Development Activities.

Charting the Monthly Progress of Vocational Curriculum Development Activities.

BOOKS

Leadership in Administration of Vocational and Technical Education, R. C. Wenrich & J. W. Wenrich, Columbus, Ohio: Charles E. Merrill, 1974.

Planning, Implementing and Evaluating Career Preparation Programs, Dwight Davis & Joe Borgen, Bloomington, Illinois: McKnight Publishing Company, 1974.

PAMPHLETS

Information Services and Sources in Education, Lorraine Mathies, Phi Delta Kappa Educational Foundation, 1973.

OTHERS

3x5 file cards, typewriter, writing paper, envelopes, pen, pencils, ruler, postage stamps, a large manila envelope or large bi-bold file, memorandum forms.

Mini-Module 1.2 Pretest

Self-Assessment Checklist on Organizing Vocational Curriculum Development

FIRST: Answer all the following questions by checking either Yes or No in the space to the left of each question.

Yes	No	
___	___	1. Can you list all the types of vocational education personnel who might work in curriculum development?
___	___	2. Can you list the responsibilities of each of the above for curriculum development?
___	___	3. Can you establish a flow chart for the vital activities involved in vocational curriculum development?
___	___	4. Can you organize a time line for the various vocational curriculum development activities?
___	___	5. Do you know what working conditions must be provided for vacational curriculum workers?
___	___	6. Do you know where to locate and how to secure materials for curriculum workers?
___	___	7. Do you know how to communicate with vocational curriculum workers, and how to route and store curriculum materials for their use?
___	___	8. Do you know the best ways to make vocational curriculum materials available to curriculum workers?

SECOND: Look at your responses for questions 1 through 4. If you checked No for any of these questions, you should begin to complete this mini-module by starting with Learning Activity 1.2.1 on page 11. As you complete the various tasks, you should turn them in for checking along with the Module Performance Record Chart (MPRC). For any of the first through fourth questions that you answered Yes to, you will easily spot its associated task enabling objective in the first learning activity in this mini-module. When you come to these points, you should assemble the evidence indicating your performance of the behavior stated in the objective and turn it in for evaluation along with the MPRC.

THIRD: Look at your responses for questions 5 through 8. If you checked No for any of these questions, you should continue with this mini-module by proceeding to Learning Activity 1.2.2 on page 18. As you complete the various tasks, you should turn them in for checking together with the Module Performance

Record Chart (MPRC). If you answered Yes to any of the 5th through 8th qu tions, you will easily locate the task associated with the question within Learning Activity 1.2.2. When you do, you should assemble the evidence that you have performed the requested behaviors stated in the objective and turn it in for evaluation together with the MPRC .

NOTE: During the course of this mini-module you will be directed to contact various individuals and agencies related to the work of curriculum development. IT IS STRONGLY RECOMMENDED THAT YOU READ THROUGH THE ENTIRE MINI-MODULE BEFORE YOU BEGIN ANY ACTIVITY.

Make a list of questions and needed information before you contact a single person.

Prepare a complete interview guide first so that you do not miss asking questions pertaining to information you will need in another part of this mini-module.

Submit your interview guide to your Instructor along with your activity sheets.

All the material you collect and all the activity sheets, reports, memos, and copies of letters sent, and correspondence received, are to be gathered and kept in a packet and submitted periodically to your instructor as arranged between you and he.

Mini-Module 1.2

STRUCTURING

LEARNING ACTIVITY 1.2.1: The learner will determine the specific involvement of various personnel and resources within and without vacational education regarding curriculum development activities.

TASK 1.2.1.1: Given the list of personnel and offices on Task 1.2.1.1-A Activity Sheet, the learner will identify the responsibilities for each individual or office regarding vocational curriculum development.

Task 1.2.1.1-A: Contact a local area vocational technical school or the vocational education department of your local school district and request a copy of the job descriptions for vocational education personnel.

OR

Task 1.2.1.1-B: Visit the school or administrative offices to examine handbooks and policy manuals.

THEN

Task 1.2.1.1-C: Using the information gathered, describe in one or two sentences or a group of phrases the responsibilities of the individuals or offices in the spaces provided on Task 1.2.1.1-A Activity Sheet: "Personnel and Responsibilities/ Activities for Vocational Curriculum."

Task 1.2.1.1-D: Locate the book titled: Leadership in Administration of Vocational and Technical Education by R. C. Wenrich and J. W. Wenrich, Columbus, Ohio: Charles E. Merrill, 1974, and read pages 148-169, 90-91, 173-176, 239, 253, 132-134, 180,

AND

Task 1.2.1.1-E: Make any additions or corrections to your Task 1.2.1.1-A Activity Sheet. Attach a separate sheet if necessary.

SELF-EVALUATION: Do you understand the major responsibilities/activities of each person, group and agency for vocational curriculum development? Is the Activity Sheet completely filled-in? Submit your Activity Sheet to your instructor for review and discussion.

NAME_____ Date_____

Task 1.2.1.1-A Activity Sheet

Personnel and Responsibilities/Activities for Vocational Curriculum Development

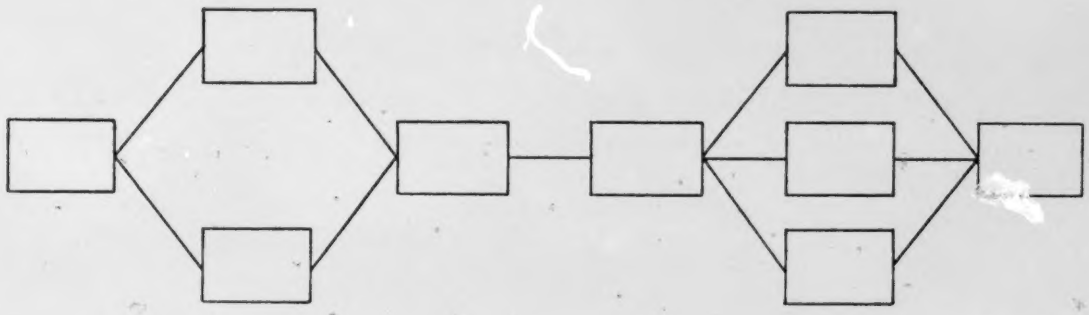
PERSONNEL	RESPONSIBILITIES/ACTIVITIES (1 or 2 sentences)
Member, Board of Directors	
Member, General Advisory Committee	
Vocational Education Director	
Assistant Vo-Ed Director	
Coordinator of Vo-Ed	
Supervisor (T&I, DE, Health)	
Cooperative Work Coordinator	
Instructor	
Vocational Counselor	
Professional Advisory Committee Member	
Craft Advisory Committee Member	
Students (potential,present)	
Employers	
Secretaries	
Maintenance Staff	
State Department of Education Personnel (Consult State Directory	
Local University Staff Member	
Public School and/or Private Consultant	

TASK 1.2.1.2: Having appropriate information from the previous task, the learner will graphically represent the curriculum responsibilities/activities of a minimum of twelve (12) involved vocational personnel in a sequential, logical manner.

Task 1.2.1.2-A Disregarding the title or name of the person or persons in the left column, summarize the responsibilities/activities listed on Activity Sheet 1.2.1.1-A on 3x5 cards.

THEN

Task 1.2.1.2-B Arrange these cards sequentially to show the flow of work horizontally from left to right. Since some responsibilities/activities may be going on concurrently, indicate this by locating these cards in vertical lines. Your cards may look something like this:



AND

Task 1.2.1.2-C After you determine that the pattern of cards represents a logical flow of work, transfer the responsibilities/activities written on the cards to a sheet of paper using drawn boxes in the same relative locations as the cards.

NEXT

Connect the boxes with lines to show the relationships and/or interaction between and among these responsibilities/activities.

THEN

Examine your efforts and decide if there are any responsibilities/activities which should be deleted, added, combined, or modified.

EVALUATIVE CRITERIA: The evaluative criteria for this completed graphic representation are:

1. Must be done in ink, no pencil.
2. Must be done on 8½" by 11" or 14" white bond or equivalent paper.
3. Must have a typewritten or neatly hand-lettered text.
4. Must be clearly and descriptively titled.
5. Must be dated with your name on the bottom.

TASK 1.2.1.3: The learner will establish a calendar of events controlling the completion of twelve vocational curriculum development activities selected from those found in the graphic chart generated for Task 1.2.1.2-C.

Task 1.2.1.3-A: Using the information from Activity Sheet 1.2.1.1-A "Personnel and Responsibilities/Activities for Vocational Curriculum Development" and the Chart generated from Task 1.2.1.2-C, list at least twelve (12) activities in a time sequence on Activity Sheet 1.2.1.3-A, "Completion Dates for Vocational Curriculum Development Activities."

THUS

Determining estimated target completion dates.

For an actual curriculum development project the name of the person responsible for each activity would be recorded in the far right column. The learner may use fictitious names if so desired.

Task 1.2.1.3-B: Using the same twelve (12) activities selected for Activity Sheet 1.2.1.1-A, "Completion Dates for Vocational Curriculum Development Activities," develop a hypothetical progress chart suitable for reporting the status of the project to a supervisor or Board of Directors at a February meeting.

Write in the twelve selected activities on the space provided on Activity Sheet 1.2.1.3-B.

Blacken the "Box" corresponding to the month of those activities completed (or imagined completed). Indicate partially completed activities by a partially filled box.

SELF-EVALUATION:

Do you have a neatly prepared graphic indicating the sequence of responsibilities/activities necessary for vocational curriculum development as specified? Does the sequence give evidence of a logical flow of work?

Do you have the proposed completion dates for the vocational curriculum activities neatly recorded on the chart provided?

Have you charted the six month progress of twelve vocational curriculum development activities?

Submit your work for checking. You are ready to proceed to the next task.

PAUSE:

You have just completed a series of tasks all of which are related to organizing the personnel and resources necessary for development of a vocational curriculum.

All of these tasks relate to the "building block" of STRUCTURING. It would be helpful for you to go back to page 3 and reread the terminal objective for what you have just done.

The next "building block" and terminal objective in this mini-module is that of ACCOMMODATING.

NAME_____ DATE_____

Activity Sheet 1.2.1.3-A

Completion Dates For Vocational Curriculum Development Activities

RESPONSIBILITIES/ACTIVITIES	COMPLETION DATES			PERSON RESPONSIBLE
	Earliest	Latest	Actual	
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				

NAME_____ DATE_____

Activity Sheet 1.2.1.3-B

Charting the Monthly Progress of Vocational Curriculum Development Activities

ACTIVITIES	September	October	November	December	January	February	March	April	May
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									
9.									
10.									
11.									
12.									
13.									
14.									
15.									

Mini-Module 1.2

ACCOMMODATING

LEARNING ACTIVITY 1.2.2: The learner will determine the needs of the various personnel working on vocational curriculum development and plan specific activities to satisfy or accommodate these needs.

TASK 1.2.2.1: Using common sense and initiative about a hypothetical situation the learner will take appropriate actions to accommodate vocational curriculum workers and submit at least two communications and/or directives used to accomplish this.

Task 1.2.2.1-A: Using a memorandum format and information in this series, compose a memo to the Building Maintenance Director identifying or describing the room(s) and the dates and times they will be needed for meetings of the various individuals and groups working on vocational curriculum development.

You should consider other arrangements needed (e.g. secretarial services, supplies, etc.) and write the necessary memo to arrange for these services and supplies.

SELF-EVALUATION: Examine the memo and check if all the necessary information was included: number of persons, date, time, tables, chairs, coffee, etc. Do they answer the questions of where, what, when, who, which, why? Retain copies to be included in the packet of communications to be submitted to your instructor.

TASK 1.2.2.2: Given a wide variety of suggestions on where to locate materials needed for vocational curriculum development work, the learner will take appropriate action to obtain materials from ten (10) of these sources.

Task 1.2.2.2-A: Compose a memo and a reply form to the staff and faculty requesting them to report back to you the various professional books, journals, newsletters, and reports which they feel may be helpful for vocational curriculum development. Have them identify which items they presently have and whether or not these would be available to the workers.

Include an explanation of why you are doing this, and how it will be helpful to the curriculum development effort.

Retain a copy for your packet which you are preparing for your instructor.

Task 1.2.2.2-B

Arrange an appointment with a vocational education administrator and ask for permission to study various accreditation and evaluation reports, state plans for vocational education, etc. If an appointment is impossible, a phone conversation would be helpful in order to identify those resources. Write a brief one page report listing the various kinds of information which would be useful for curriculum development workers in vocational education to have available.

Task 1.2.2.2-C:

Write or phone the nearest college or university which provides vocational education training and ask for the name of the department member most knowledgeable about vocational education curriculum development (select an area you are particularly interested in).

Next, contact this person and find out if he/she is available to do consulting work for vocational education curriculum development work - or ask if they know someone who is. Then ask for a selected bibliography of books and other references dealing with vocational education curriculum development generally, and in the particular area in which you are especially interested.

Add this bibliography to your packet. Note if this person is available as a consultant.

Task 1.2.2.2-D:

Using acceptable business format, compose a letter to the Educational Resources Information Center (ERIC) Clearinghouse on Vocational Education, 1900 Kenny Rd., Ohio State University, Columbus, Ohio 43210, and ask them how to obtain curriculum information.

OR

ERIC, Box 190, Arlington, Virginia 22210
(717) 841-1212

Add a copy of your letter to your packet along with any reply.

Task 1.2.2.2-E

Make an inquiry of your closest university library regarding the location of various ERIC microfiche collections which may be near you. Add a written list of these locations to your packet, and the extent of the collections, and the process for using them. If possible, report a search you have made.

AND

Inquire if they have a campus-based information system with an information retrieval system and belong to a network of data banks which will make a computor search for you. Universities having this service usually provide free instruction on its use. Perhaps there is a university within inexpensive phone distance which has such a system. Report your results to your instructor in a short two or three paragraph written report. Add this to your packet

Task 1.2.2.2-F:

Write a brief description of how to obtain vocational education curriculum information from ERIC which would be suitable for dissemination to your curriculum workers: Submit a copy to your instructor in the packet of items you are collecting.

Task 1.2.2.2-G:

Obtain a copy of Information Services and Sources in Education (a small paper back booklet) by Lorraine Mathies, published by the Phi Delta Kappa Educational Foundation, Bloomington, Indiana (1973). Examine it and follow-up on any sources of curriculum materials which you feel are pertinent to your work.

Task 1.2.2.2-H:

If convenient, contact the Vocational Education Information Network (VEIN) 717-872-5411, X 552, Stayer Research & Learning Center, Millerville State College, Millerville, Pa. 17551, and ask for information about their services and check for copies of microfiche reports. Obtain a microfiche sample and add it to your packet.

Write a two or three paragraph report for your instructor reporting how this material can be obtained and used. Include this report in the packet you are collecting for your instructor.

Task 1.2.2.2-I Using an acceptable business letter format, write and have typed a letter to the:
National Network For Curriculum Coordination in Vocational Technical Education
Bureau of Occupational and Adult Education
U.S. Department of Health, Education, & Welfare
Rm. 5036, GSA Bldg., Seventh and D Streets, S.W.
Washington, D.C. 20202

Request a copy of the September, 1973 Newsletter or other literature which describes their services. Submit a copy of your letter and NNCCV-TE'S reply. Indicate the name and address of your nearest State Curriculum representative or Curriculum Management Center.

Task 1.2.2.2-J: (Optional) Write a letter requesting to be put on the mailing list for Center Critiques, published by the
East Central Curriculum Management Center (ECCMC)
Illinois Office of Education
100 North First St.
Springfield, Ill. 92777
(Provided free to residents of Delaware, District of Columbia, Illinois, Indiana, Maryland, Michigan, Minnesota, Ohio, Pennsylvania, Virginia, West Virginia, Wisconsin).

Task 1.2.2.2-K: Locate and examine:

Annual Index to AIM/ARM, Ohio State University

Thesaurus of ERIC Descriptors
Macmillan Information
Division of Macmillan Publishing Co., Inc.
866 Third Ave.
New York, N.Y. 10022 ($8.95)

Abstracts of Instructional and Research Materials in Vocational and Technical Education (AIM/ARM), Ohio State University

Research in Education (RIE)

Current Index to Journals in Education (CIJE)

A National Annotated Bibliography of Curriculum Materials in Vocational & Career Education
State of Illinois
Bureau of Vocational Education
Division of Vocational and Technical Education
1035 Outer Park Dr.
Springfield, Ill. 62706

1975 Directory of Vocational Information Resources in the U.S.
Compiled by Marilyn Schreiber
ERIC Clearinghouse in Career Ed.
Northern Illinois University
DeKalb, Ill. 60115

Write a brief paragraph on each of the above references describing each reference and how it might be useful to the curriculum worker. Submit to your instructor in your packet.

Task 1.2.2.2-L:

Write a letter requesting to be put on the mailing list for the U.S. Government Printing Office, Washington, D.C. 20402. Ask especially for catalogs on documents from the U.S. Dept. of Labor. Submit a carbon copy of your letter or a copy of a recent catalog in your packet.

Task 1.2.2.2-M:

Obtain a directory from the State Department of Education of area vocational schools and vocational education departments of large school districts.

Select a particular vocational course, then write or phone several vocational education directors and request copies of courses of study or course outlines for that course. Ask for other pertinent information like placement reports, etc.

In two or three brief paragraphs describe your efforts and successes. Submit this report and other collected information to your instructor in the packet you are collecting.

Task 1.2.2.2-N:

Identify and secure examination copies of a textbook in a specific vocational subject area.

Besides a number of prominent publishers and textbooks, there are a lists of publishers who specialize in vocational education textbooks. Obtain at least two (2) catalogs from the following publishers:
Delmar
American Technical Society
Industrial Press
Industrial Education
Howard W. Sams & Co.
Charles E. Merrill
and add these to the packet for this series of tasks.

Contact one or two vocational schools and obtain the title and authors and publishers of textbooks used in a particular vocational area. List and place these in your packet.

Visit a library and locate the reference book Books in Print. Examine the part on vocational education textbooks.

Task 1.2.2.2-O: Contact an instructional materials specialist at an intermediate education agency or unit, or one from your school district, and obtain the names and addresses of various audio-visual materials distributors.

Using this list obtain two (2) catalogs which contain materials suitable for vocational education subjects.

Some suggestions are:
National Educational Media
Universal Education and Visual Arts
Career Aids, Inc.
Eye Gate
Bergwall
Charles W. Clark & Co.

Add these two catalogs to the packet of materials you are assembling to demonstrate competency in accommodating vocational curriculum workers.

SELF-EVALUATION: If you were to propose a consultant from the University, do you have enough information about that person to make a convincing presentation requesting the hiring of this person? Is there a fee? When are they available? How would you utilize this person?

Have you identified yourself and asked to be placed on various mailing lists for catalogs of textbooks, audio-visual materials, resource centers?

Have you completed 10 of the 15 tasks from above?

Do you have a packet of materials to be submitted to your instructor for evaluation?

TASK 1.2.2.3: Given various vocational curriculum materials such as those collected in the previous tasks, the learner will devise a procedure for communicating, routing, and storing documents and other vocational curriculum materials and compose a concise one or two page memo to the vocational curriculum workers describing these procedures in clear language which can be easily understood and followed.

Task 1.2.2.3-A: You should consult with a school librarian and/or instructional material center coordinator and determine how the different kinds of curriculum materials should be cataloged and made available to the vocational curriculum workers.

Task 1.2.2.3-B: Using the ideas from these interviews, the learner will compose a fictional memo to the curriculum workers describing the manner in which curriculum materials might be purchased, and how those already in possession of the school are to be obtained, used, and returned. Add a copy of the memo to your packet. The completed memo must not exceed two pages in length.

SELF-EVALUATION: Did you spend too much effort on details which should be left to the librarian? Did you avoid taking personal responsibility for these materials?

Are your directions in the memo clear and easy to follow?

STOP! STOP! STOP!

You have just completed all the learning activities and tasks associated with this Mini-Module No. 1.2 - Organizing for Vocational Curriculum Development. Now would be a good time to take a long, relaxing break before going on to the next mini-module in this series. Recall that Mini-Module No. 1.1 was Planning for Vocational Curriculum Development. The third Mini-Module in his series is No. 1.3 - Coordinating Vocational Curriculum Development.

Your Module Performance Record Chart for Mini-Module 1.2 is really your Posttest. Follow the directors of your instructor in regard to any section which you might have to "recycle." Perhaps other references or resources might be suggested by your instructor.

Checklist of Items To Be Collected, Completed or Composed

___ Activity Sheet 1.2.1.1-A, Personnel and Responsibilities/Activities For Vocational Curriculum Development
___ Activity Sheet 1.2.1.3-A, Proposed Completion Dates for Vocational Curriculum Development Activities
___ Activity Sheet 1.2.1.3-B, Charting The Monthly Progress of Vocational Curriculum Activities
___ Flow Chart of Responsibilities/Activities For Vocational Curriculum Workers
___ Memo to Building Maintenance Director re: rooms needed for Curriculum Workers
___ Memo to Secretaries re: services, supplies needed by curriculum workers
___ Memo to Staff re: recommendations for materials needed by curriculum workers
___ Response form for last memo
___ Report listing vocational curriculum materials recommended by vocational administrator
___ Report on inquiry at university (include availability of consultants
___ Bibliography obtained from university contacts
___ Letter to ERIC (copy)
___ Response from ERIC
___ Report on ERIC microfiche collections available, and report on microfiche search
___ Report on information retrival systems available
___ Description of how to obtain information from ERIC
___ Information booklet from Phi Delta Kappa
___ A sample microfiche
___ Report on VEIN
___ Copy of letter sent to NNCCVTE
___ Reply from NNCCVTE
___ Copy of letter to Center Critiques (ECCMC)
___ Reply from ECCMC
___ Report on reference sources
___ Copy of letter to U.S. Government Printing Office
___ Recent catalog from U.S. Printing Office
___ Report results of efforts to obtain a vocational course of study
___ An examination copy of a recent vocational textbook
___ Two textbook catalogs
___ A name of a vocational textbook in use
___ Report on examination of Books in Print
___ Two Audio-Visual catalogs
___ Memo to curriculum workers re: procedures for purchasing obtaining, routing, storing vocational curriculum materials

Mini-Module 1.2 Posttest

Module Performance Record Chart

Name_____ Date Begun_____

Date Concluded_____

Evaluation Mark Key: M = Mastery, R = Recycle

Learning Activity	Task Number	Evaluation Mark	Evaluator's Initials	Comments
STRUCTURING 1.2.1	1.2.1.1			
	1.2.1.1-A			
	1.2.1.1-B			
	1.2.1.2			
	1.2.1.2-A			
	1.2.1.2-B			
	1.2.1.2-C			
	1.2.1.3			
	1.2.1.3-A			
	1.2.1.3-B			
ACCOMMODATING 1.2.2	1.2.2			
	1.2.2.1			
	1.2.2.1-A			
	1.2.2.2			
	1.2.2.2-A			
	B			
	C			
	D			
	E			
	F			
	G			
	H			
	I			
	J			
	K			
	L			
	M			
	N			
	O			
	1.2.2.3			
	1.2.2.3-A			
	1.2.2.3-B			

Form Designed by: M.L. Meehan, 10-76